

USING BAHASA INDONESIA APPROPRIATELY AND CORRECTLY

Yugi Diraga Prawiyata
Universitas Muslim Nusantara Al-Washliyah
Pendidikan Bahasa dan Seni
Kampus A Jalan Garu II No. 93 Kampus B Jalan Garu II No. 02
Kampus C Jalan Garu II No.52
yugidiragaprawiyata@gmail.com

Abstrak

Bahasa Indonesia sebenarnya sudah lama digunakan, tetapi masih banyak orang yang tidak menggunakannya dengan baik dan benar. Sementara itu, aturan penggunaannya juga bervariasi; variasi bahasa lisan dan tulisan, variasi bahasa baku dan tidak baku, variasi bahasa baku lisan dan tulisan, dan variasi fungsional dan social, yang penggunaannya berbeda untuk setiap orang dan juga berbeda pada setiap kesempatan. Maka dari itu, penulis tidak hanya ingin sekedar memaparkan itu semua, tetapi juga mengajak guru dan dosen untuk berperan aktif dalam menciptakan ide kreatifi melalui game edukasi untuk menarik minat siswa dalam mempelajari Bahasa Indonesia.

Kata kunci: sociolinguistik, bahasa indonesia, ragam bahasa

Abstract

Bahasa Indonesia has been commonly used, but many people are not using Bahasa Indonesia correctly and appropriately. Meanwhile, the rule varies in its use; spoken and written language variety, standard and non-standard language variety, written and spoken standard variety, and social and functional variety, which are used differently in each person and has different rules in every occasion. So, the writer would not like only to elaborate it all about but also invited teachers and lecturers to have an active role in creating their creative ideas through educative games in order to attract students' interest in learning Bahasa Indonesia.

Key words: sociolinguistics, bahasa indonesia, varieties of language

1. Introduction

Actually we are as a young generation has responsible for continuing to develop Bahasa Indonesia appropriately, because Bahasa Indonesia is the identity of Indonesian. Every Indonesian must behave positively toward Bahasa Indonesia, do not act trifling and

behave negatively. Every Indonesian must always try being prudent to use Bahasa Indonesia. As good citizens of Indonesia, it should be developed the culture of shame if they have not used Bahasa Indonesia appropriately and correctly. People assume that the use of Bahasa Indonesia which is filled with words,

terms, and foreign phrases or terms are the "sophisticated" Bahasa Indonesia. It is totally a wrong assumption. Similarly, the use of verboseness and convoluted sentences, it certainly shows chaos in the way of people's thought who use that sentence. When someone uses language with topsy-turvy, it certainly describes the topsy-turvy way of their thoughts as well. In contrast, when someone uses language correctly and appropriately, the way of human's thought must be clear and systematic, anyway. Therefore, every Indonesian people must use Bahasa Indonesia correctly, appropriately, and also systematically in order that way of thought of Indonesian people (as the owner of Bahasa Indonesia) are also systemized and easy to understood by other people.

If negative or not laudable attitude comes up, it will have an impact in using Bahasa Indonesia, it is not well built. They use Bahasa Indonesia "*asal orang mengerti*". The emergence of languages, such as slang language, *bahasa plesetan* and or any other kinds of language that do not support the development of

Bahasa Indonesia correctly and appropriately. They no longer care for the development of Bahasa Indonesia. Whereas, the users of Bahasa Indonesia recognize an expression "*Bahasa menunjukkan bangsa*", which defines that language used will show the way of the language user's thought. If the language user is less disciplined in using Bahasa Indonesia, it means that the language user is less disciplined in thinking as well.

2. Review of Related Literature

2.1. Sociolinguistics

When people interact with others in society anytime and anywhere, they must use a language. Without a language, people will find some troubles when they do their activities and face others. There are no people or society without a language. The role of a language among people in this life is very crucial. The study of linguistics reveals that language and society cannot be separated to be investigated. It develops into sociolinguistics or the sociology of language.

Fishman (2004:3) says that sociolinguistics is the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of the speaker as these three constantly interact, change and change one another within a speech community. Whatever sociolinguistics is any conclusions we come to must be solidly based on evidence (Wardhaugh, 2006).

2.2 Language

Human being is an individual and social creature. As a social creature, he or she needs to interact to another. In interacting, he or she uses language in order to be able to deliver what they intend to. According to Kridalaksana (1993: 21), “Bahasa adalah sistem lambang bunyi yang arbitrer yang digunakan oleh para anggota suatu masyarakat untuk bekerja sama, berinteraksi dan mengidentifikasikan diri.” (*Language is an arbitrary system of sound symbol which is used by speech community to cooperate, interact and identify themselves*).

Language is a resource for societal life. We are known and become popular in our work or in

other environment if we can understand the others and make others understand us. We succeed in learning or provide counseling or trade, for instance, if we can understand the others and make others understand us. More and more we are able to understand others and make others understand us, more and more popular and successful we are in a societal life. In other words, the popularity and success depend on the mutual understanding among people around.

Mutual understanding is closely related with the use of our own language resources. We can understand others well when we listen well to what other people are speaking or reading well what it is written. We can make others understand us well when we also speak or write well. In other words, mutual understanding is related with listening, reading, speaking, and writing skill.

2.3 Varieties of Language

Actually language varieties can be defined as language diversities in which its use is as a means of communication. These occur because of some ways, such as: the use of

medium, the speaker's relationship, and the topics which are discussed (Zaman, 2011). Then he also classifies language into some varieties, namely:

a) Spoken and Written Language Variety

Based on the media or means of user, language variety is distinguished between written language and spoken language variety. Some say written language is spoken language that is visualized or written down. The opinion actually has a point but it is not completely mistake because not all varieties of spoken language can be written and vice versa as well. There are a few things becoming a differentiator between variety of written and spoken language for example: (1) spoken variety requires the second person as an interlocutor, opposed with written one which does not, (2) grammatical functions subject, predicate, object) are not always expressed in a spoken variety because in this variety, the use of language has been pleased with the situation/context, the speaker's mimic, body movement, view, and so on, whereas in written variety, that is no exist or needed more complete

grammatical function so that the interlocutor (readers) are able to understand the information delivered clearly and correctly, (3) spoken variety is tied to the conditions, circumstances, time and space, while written variety is not, and (4) spoken variety is influenced by short-length and low-high voice while the written one is completed with capital letters, punctuation, italics etc.

b) Standard and Non-Standard Language Variety

Standard language variety is language variety that is institutionalized and recognized by most of society as an official language and as a frame of reference toward the language rule in its use. While non-standard language variety is not a variety that is not institutionalized and out from the rule of the standard one.

c) Standard Written and Standard Spoken Variety

Standard written variety is a variety which is used formally in textbooks or scientific books. Standard written variety is based on the general guidelines *Ejaan Bahasa Indonesia yang Disempurnakan* (Enhanced Spellings), general

guidelines of terms formation, and KBBI. And standard spoken variety is how to use a standard language variety as mentioned above but in the oral or spoken language. It determines whether someone's standard spoken is good or not, more or less is influenced by his dialect or accent. If the language or dialect is used still highly showing language or accent of vernacular, then it can be said that standard spoken language of speaker is still not good.

d) Social and Functional Variety

Social variety can be defined as a variety of languages which some language rule is based on the agreement with the social environment in smaller community. Social variety differ the use of language based on the relationship, such as speaking with family, friends, as well as the level of social status of people who become the interlocutor. This social diversity also applies to the standard written and spoken variety. For example, people will not be the same in calling the interlocutor if they talk to friends and people who have a higher social position. Speakers may refer to "kamu" on the interlocutor who is a

friend but will not do that if talking to parents or people who have a higher social position.

2.4. Using Bahasa Indonesia Appropriately and Correctly

Capability in speaking appropriate and correct Bahasa Indonesia certainly can be improved simultaneously through learning activities and practice to use Bahasa Indonesia continuously. As good citizens, we should learn the use of good and correct Bahasa Indonesia in details. There is a presumption that *"a person's way of thinking is reflected in the language he uses."* If a person's way of thinking could be organized, the language he used is usually organized as well (appropriately and correctly).

Using of Bahasa Indonesia appropriately and correctly is often discussed nowadays. An appropriate language is a language that has a proper value and accordance with the situation in use and a correct language is a language that applies the principles of language (the enhanced spelling and general guidelines on the terms formation) consistently.

Using an appropriate language has a meaning that the use of language accordance with the situation at hand. An appropriate language is done so that the use of the language seen supple. As for using of correct language is the use of language in accordance with language principle. A correct language principle is poured down in the general guidelines of the enhanced Bahasa Indonesia spelling and general guidelines on the term formation. (Zaman, 2011)

Effendi (2009) said, "*Bahasa Indonesia yang baik ialah bahasa Indonesia yang sopan, yang santun, dan yang tidak bercampur aduk dengan kata-kata asing atau dialek. Sedangkan bahasa Indonesia yang benar ialah Bahasa Indonesia yang penggunaannya mematuhi aturan atau kaidah tata bahasa Indonesia dan ejaan Bahasa Indonesia yang resmi.*" We do not appropriately behave when we use word "mampus" instead of using word "meninggal" to parents and we don't use correctly Bahasa Indonesia, for example, when we use sentence, "*bsk qta pgi yok, pren!*" instead of using

sentence "*Besok kita pergi yuk, kawan!*"

So, using language appropriately and correctly is in accordance with the situation by taking a look at the guidelines of the use of language or enhanced spelling and general guidelines of the terms formation. As another simple example, the use of word "kamu" and "Anda", both words are equally used for calling our interlocutor or the second person in a sentence. Those two words have the same meaning and the standard form.

But the use of these words will be said 'appropriate' if it is tailored who becomes the interlocutor in the conversation. Word "kamu" will be appropriate if it is used in conversation with people who are already familiar with us and have a class and or at the same age. The use of word "kamu" is right but it will not be appropriate if it is used when we are talking to people who have not been too familiar or with the upper class or older than we are. Although the use of the word is correct literally but the use of the word is not good because it looks impolite.

As it has been mentioned, the use of language can be hinted at a connection between the confusion in speaking and thinking or between order in speaking and thinking. Ambiguous language expresses the ambiguous thoughts as well; therefore, it is difficult to understand. The order in language expresses the order thoughts and, therefore, it is usually easy to understand.

2.5 Learning Bahasa Indonesia

Mixing non-standard Bahasa Indonesia and foreign language have become trend nowadays. Meanwhile it is quite important to reinforce and use Bahasa Indonesia appropriately and correctly, so both global and national languages are balance. It is in accordance with what Alisjahbana (1956) said, “Kalau belum mampu berbahasa asing, berbahasa Indonesia-lah yang baik dan benar.” (*If you have not been able to speak foreign language, speak Bahasa Indonesia appropriately and correctly*).

Learning Bahasa Indonesia at school or campus should be more reinforced. It seems like school or campus is not really instilling the idea that Bahasa Indonesia is more

exciting and challenging than the other subjects. So many students underestimate. Therefore, teachers or lecturers must be more and more creative.

Teachers or lecturers should be more serious to present Bahasa Indonesian learning to students, because there are many ways, such as games that can make students interested in learning. The teachers should be attractive, in order to make their students fond of learning.

Try to multiply the practical language; such as they are given time to discuss and role in playing. (Raditya and Rahayu, 2012, in Sobri 2012)

Raditya and Rahayu (2012) also utter that in Paguyuban it had had ever the idea of inserting language teaching in the game of *snakes and ladders* where player will find a box contains language questions to be answered when he/she climbs stairs or go down through snakes.

Many kinds of questions or tasks can be pinned by teacher, for example, in the box there are two simple sentences in which students are asked to guess which sentence

constitutes language appropriately and correctly or vice versa.

Take the *display* as the source of learning. Display contains writing and pictures to help students developing their language skill. Making various school displays affects student's interest in learning. (Smawfield, 2006).

For instance, teacher asks students to write good and correct sentence related to their weekend activity in a piece of rounded colorful paper. Then patch it on the cardboard. It will be more fun if they shape every piece of paper to be a cute worm or cocoon. When they finish, correct it. Give a punishment; singing or dancing probably, for students who do wrong.

Teacher can also create and apply any other fun games or activities. Through such things students will be certainly avoided by the tedious teaching and learning activities.

3 Conclusions

In the elaboration above can be concluded that appropriate and correct Bahasa Indonesia is a language which its use is in accordance with the rules of

grammar, enhanced spellings, punctuations, and also occasion when it is used. Therefore, we are as citizens of Indonesia encouraged to use good and correct Bahasa Indonesia either in formal situations or daily life. However it is still lack of knowledge about how to use it appropriately, so there are still many people who use it inappropriately. Furthermore, especially teachers or lectures should take a role and act in such a crucial case; invite their students to learn it through fun teaching and learning activity. They have to be able to create a great idea in their way of teaching to attract students' interest.

References

- Alisjahbana, S.T., (1956), *Sejarah Bahasa Indonesia*, Jakarta: Pustaka Rakyat.
- Effendi, (2009), *Panduan Berbahasa Indonesia yang Baik dan Benar*, Jakarta: Dunia Pustaka Jaya.
- Fishman, J., (1972). *The Sociology of Language*, Massachusetts: Newbury House.
- Kridalaksana, H., (1993). *Kamus Linguistik*, Jakarta: Gramedia Pustaka Utama.
- Sobri, A., (2012), "Kembangkan Ide Kreatif Mengajar Bahasa Indonesia", accessed from <http://edukasi.kompas.com/read/2012/10/31/18175777/Kembangkan.Ide.Kreatif.Mengajar.B>

[ahasa.Indonesia on 31 October 2012](#)

Smawfield, D., (2006), *Classroom and School Display: A Guide for Teacher Training*, Turkey: EU-TSBE&AB-TTEDP

Zaman, S., (2011), “*Bahasa Indonesia yang Baik dan Benar: Kedudukan , Fungsi dan Ragam Bahasa Indonesia*”, accesed from

<http://www.situsbahasa.info/2011/10/bahasa-indonesia-yang-baik-danbenar.html>. on 20 October 2011

Wardhaugh, R., (2006), *An Introduction to Sociolinguistics*, UK: Wiley-Blackwell Publishing.